CECOM Science & Technology (S&T) Reinvention Lab

PERSONNEL DEMO

Highlight - The Performance Management Team

The April '98 issue of the Personnel Demo newsletter focused on the efforts of the Pay and Classification Teams to develop a pay progression system known as Pay Banding. This issue will focus on the efforts of the Performance Management teams to develop a process of evaluating, appraising and rewarding employees, known as Pay for Performance. As the name implies, "Pay for Performance" means future pay increases will be directly linked to performance. Under the personnel demo project, the basis for a salary increase shifts to an employee's performance and level of work. Within a pay band, you will not have to compete for a promotion or an increase in base pay, as pay progression within a band is based on individual performance.

The National Performance Review in its efforts to "reinvent government" recognized the need to improve the way federal employees are appraised and recommended:

-Performance management programs should have only one objective, to improve individual and organizational performance

-Organizations should develop a performance management system that meets their unique needs.

-Employees should be fully involved in the design and implementation of the Performance Management System.

With these recommendations in mind, Performance Management Design Teams at Forts Monmouth, Belvoir and Huachuca set about examining options for a new Performance Management System that would meet the unique needs of the RDE organizations.

How did they go about the process?

The teams began by examining the strengths and weaknesses of the current TAPES system. Weaknesses included:

- Insufficient means to reward good performers

- Poor communication between supervisors and subordinates

- Weak link between pay and performance

- Use of multiple rating levels, e.g. Successful Level 1, 2, 3, etc. is wasteful and promotes low self-esteem

Some of the strengths were:

-Employees and supervisors jointly identify objectives at the beginning of the rating period

-Employees have the opportunity to provide their accomplishments at the end of the rating period

-Mid-point evaluations are a good thing (if done properly) providing feed-back and allowing employees to take corrective action before the final rating

They then read different articles about designing and implementing effective appraisal systems; reviewed what other personnel demonstration projects have developed and examined the practices of other organizations in both government and industry. They also invited outside speakers to come in and share their knowledge and experience.

After analyzing all of this information, three common components of an effective appraisal system emerged:

• <u>Identify what is expected of the employee</u>

• <u>Define how the performance will be measured</u>

• <u>Appraise and review the performance</u>

So how will it work?

Step One - <u>Identifying what is expected of the employee.</u>

Identifying expectations is the process of developing performance objectives. These objectives establish for every employee what is expected, in terms of work assignments and results. This is not a new concept, but it needs to be improved upon, with some much-needed training.

Step Two - <u>Defining how the performance will be measured.</u>

The performance will be measured using a series of "Performance Elements" and benchmark performance standards for each of the elements. The performance elements are generic characteristics of job performance that employees exhibit in fulfilling their performance objectives. A single set of four performance elements will be used for all employees. The proposed elements are Technical Competence, Interpersonal Skills, Management of Time and Resources, and Customer Satisfaction. Two additional elements will be used for those involved in Leadership and Supervision/EEO. (A complete set of the performance elements with definitions is shown at the end of this article.) Each element will be weighted so that the degree of importance can be tailored to the individual.

Step Three - <u>Appraising and Reviewing the performance</u>

The last step focuses on appraising the performance. Did the employee accomplish the objectives, and what were the results? The performance elements provide a framework for determining "Were they done right? (Technical Competence), Were they done on time and within budget? (Management of Time and Resources), Was the customer satisfied? (Customer Satisfaction), etc." Each performance element is scored on a scale of 0 to 100% using pre-defined benchmarks that provide examples of performance in that element at 100%, 90%, 80% and so on. The scores are then multiplied by the weighting factor.

For example, Technical Competence has a weight of 50 and the supervisor scored that performance element at 94%. (Weight x Score) (50 x 94%=47).

This process continues with the remaining elements:

10 X 90% = 9 for Interpersonal Skills

25 X 96% = 24 for Customer Satisfaction

15 X 80% = 12 for Management of Time and Resources

The scores from each element are added together to arrive at a final score. In this example the final score is 92. (47+9+24+12=92)

Under this system, there will be only two summary ratings, Fully Acceptable for all employees with a final score of 50 or above, or Unacceptable for those with a final score below 50.

So where's the link to pay?

Your final score earns shares. A share is a percentage of salary, which may be paid as an increase in base pay, a bonus, or a combination of both. Here's the equation:

Final Score of 100 = 5 shares

Final Score of 90 = 4 shares

Final Score of 80 = 3 shares

Final score of 70 = 2 shares

Final score of 60 = 1 share

50 and below = 0 shares

Fractional shares will be awarded for scores that fall in between, e.g. score of 92 = 4.2 shares. As was stated, the value of a single share is expressed as a percentage of salary. How the % is derived is based on a formula. Following our example, if you received a score of 92 you would earn 4.2 shares. Using the formula a share was calc u l ated to be worth 1.52% of salary. With a current salary of $56,187, 4.2 shares = $3587.

This amount referred to, as a "pay out" can be split between base pay, bonus (lump sum) or a combination of both.

This system closely mirrors what was developed by the Army Research Labs in Adelphi, MD. and the Missile Command RDEC at Huntsville, AL. They are much further along in their Personnel Demo Projects, so we're watching the results very carefully. We've also approached the development of this project as a "work in progress".

In fact, we are about to test the various aspects of the process in selected organizations. The test will examine if performance can be objectively measured using the proposed performance elements and benchmarks, if significant rewards can be given and tied to performance, if meaningful performance appraisal sessions can take place, and if levels of trust can be developed between supervisors and their employees.

The last feature of the proposed performance appraisal system provides for reverse feedback. Many employees have asked for the opportunity to give feedback to their supervisor on their performance in such areas, such as counseling, feedback, training, teamwork, and effective use of time and resources. The team developed a questionnaire consisting of twenty statements that describe the supervisor (rater). Employees will circle the response that best describes their supervisor.

For example, "My supervisor keeps me informed of what is expected of me." Responses are graded on a range of Strongly Disagree, Disagree, Neither Agree or Disagree, Agree, or Strongly Agree.

The questionnaire is completely anonymous. Initially, the results will be given in aggregate form to supervisors and their managers for d evelopmental and performance assessment purposes. Over the 5-year period of the demo project this feedback instrument will be evaluated to determine if the results should play a more significant role in the appraisal and pay decisions of supervisors.

While we have described the proposed performance appraisal process, "Pay for Performance", there are additional aspects of this process to follow in our next issue.

Look for "What is a Pay Pool? Where does the $ come from? What are Reconciliation Meetings? What is the Personnel Policy Board and how is my performance rating linked to RIF?"

PERFORMANCE ELEMENTS
Technical Competence: Exhibits and maintains technical knowledge, skills and abilities to produce quality work in a timely manner with an appropriate level of supervision. The volume of work meets expectations. Makes prompt, technically sound decisions and recommendations that get the desired results. Where appropriate, seeks and accepts developmental and/or special assignments

Interpersonal Skills: Provides and exchanges oral/written ideas and information in a manner that is timely, accurate and easily understood. Listens effectively so that resultant actions show complete comprehension. Coordinates actions appropriately so that others are included in, and informed of, decisions and actions. Is an effective team player. Accepts

personal responsibility for assigned tasks. Is considerate of differing viewpoints, exhibiting willingness to compromise on areas of difference. Exercises tact and diplomacy and maintains effective relationships both within and external to the organization. Readily gives assistance and shows appropriate respect and courtesy.

Management of Time and Resources: Meets schedules and deadlines. Arranges work schedules to effectively balance difficult and time consuming high priority tasks with other lower priority, less time consuming tasks. Generates and accepts new ideas and methods for increasing work efficiency. Effectively utilizes and, where appropriate, properly controls available resources.

Customer Satisfaction: Demonstrates care for customers through responsive, courteous, and reliable actions. Promotes relationships of trust and respect. Maintains solid-working relationships with existing customers and where appropriate, seeks out and develops new customers. Responds to taskings and develops practical solutions to satisfy those needs. Keeps customer informed. Within the scope of job responsibility seeks out and develops new programs and/or reimbursable customer work.

Leadership: Ensures that the organization's strategic and operational plans are integrated into team goals, and work products. Assists others through knowledge and application of leadership and team building techniques and skills such as coordination, problem solving, integration of work processes and products, consensus building and planning. As appropriate, distributes and balances workload, checks on work in progress, mentors junior personnel in career development, technical competence and interpersonal skills. Exercises appropriate responsibility for coordinating and monitoring the work products for assigned position(s).

Supervision and EEO: Plans, develops, communicates and directs the implementation of strategic and operational goals and objectives of the organization. Allocates and monitors resources and equitably distributes work to subordinates. Initiates personnel actions to recruit, select, promote and/or reassign employees in a timely manner. Develops subordinates, through counseling and positive motivational techniques on job expectations, identification of training needs, and attainment of career goals. Recognizes and rewards quality performance. Takes corrective action to resolve inadequate performance or behavioral issues. Applies EEO and Merit Principles. Creates a positive, safe and challenging work environment.

Frequently Asked Questions

Why are we doing this?

Because it's an opportunity to test changes to the personnel system to include waiving certain aspects of the Civil Service laws that are only possible in a Personnel Demonstration Project. It's also a unique opportunity to design a system that is tailored to this organization.

Didn't some demo experiments expire after 5 years?

The demo that expired after 5 years was the Air Force's Pacer Share demonstration project (1988-1993) at McClellan Air Force Base in CA. Their demo project tested the concept of Gainsharing. Gainsharing distributes the monetary results (gain shares) of productivity increases to the employees who achieve them. In this demo, individual performance appraisals were eliminated in favor of group or team performance. Pay progression was based on longevity and divided equally among all employees. There was no provision to grant additional quality step increases to high performers or to deny pay increases to poor performers.

The Pacer Share demo was considered a failure. Employees were bothered that those who had not worked hard received pay increases equal to those of everybody else. Statistical process control procedures were supposed to take the place of individual feedback, but they never materialized to a significant degree, leaving a feedback gap.

The Pacer Share experience provided two lessons. First, employees enjoyed not being evaluated, but still wanted performance feedback. Second, they did not want to be held responsible for giving negative feedback to their peers; they regarded this as a responsibility of management.

If we're a "demo" why can't the high grade cap be waived?

Good question, but the answer so far to all the various demo sites that have asked that question is, "It can't be waived." AMC assures us they are still fighting the issue (through Army, DoD and higher) to get high-grade relief for organizations conducting a personnel demo project, but so far no luck.

Under pay banding since grades disappear, a high grade will be defined by salary. In cases where GS-13's and GS-14's are banded together (as in our "proposed" pay band structure), all employees with basic pay greater than GS-13 step 10 are designated as high-grade employees. After conversion to a paybanding system, former GS-14 employees in steps 1, 2, 3 and 4 will not be counted as high-grade employees. To advance an employee in pay beyond the salary of GS-13 step 10 would require high-grade approval.

Has this Personnel Demo Project been approved and when will it become effective?

No. It has not been approved. It is still a draft proposal. The first draft has been submitted for review to headquarters, AMC, several staff organizations within CECOM, (P&T, Legal, EEO) and the Unions.

Will employees that are doing extra tasks outside of their job descriptions be compensated for their duties?

Yes. The proposed system addresses this problem by combining single grades into bands, (Pay Banding); giving base pay increases based on performance (Pay for Performance) and replacing individual, single-grade, job descriptions with generic, bench mark descriptions covering a range of work (Simplified Classification). The combination of these three major changes will provide the much-needed flexibility to reward employees for what they are actually doing.

When will this personnel demo project begin?

No specific date is set for implementation. The draft proposal has to be reviewed and approved by many levels and fully negotiated with several Unions. It is then printed in the Federal Register followed by a period of public comment and public hearings. A final plan is then printed in the Federal Register and a date is set to begin. We are projecting a start date of October 99, beginning of FY 2000.

What is the duration of the lab demo? Is there an evaluation period for success or failure of the demo project and what are the criteria?

The initial period of experimentation is 5 years. At the 5-year point, the entire demo will be re-examined for permanent implementation; changes and another 3-5 year test period; or expiration.

Why should one believe that the Personnel Demo would be any more successful than its sister Merit Pay (PMRS), which turned out to be unsuccessful and was therefore dissolved?

A major failure of Merit pay (PMRS) involved the amount of money available to reward performance.

The failure, however, provides a valuable lesson in developing this Demo Project. To be an improvement over Merit Pay, significant rewards must be possible. For example, the former PMRS system was funded at 1.95% of salaries, which proved inadequate to motivate rating distinctions. Our proposal states that funds available for performance pay outs will be divided into two components, base pay and bonus. For base pay increases this amount will be nominally set at 2.0% to 2.4% of total salaries. For bonuses it will be nominally set at 1.0% to 1.3%.

What happens when someone reaches the top of a pay band?

When someone reaches the top of a pay band they are basically "capped" and prevented from receiving an increase in salary or base pay just as they are today under the current system when they reach step 10 of their grade. Under pay banding, when someone reaches the top of a band and is capped they can still be compensated based on their performance with a cash bonus.

What is the cost of this project?

Cost estimates associated with training, formal evaluation of the project, and automation support are included in the current draft of the Personnel Demo Plan Available on our website: HYPERLINK www.monmouth.army.mil/cecom/rdec/Pers Demo/main.htm

Is the General Pay Increase (the term used in the Demo Project) the same thing as the COLA?

The General Pay Increase, is what most people call the COLA. The more accurate term, however, is General Pay Increase, as COLA stands for Cost of Living Adjustment. The annual increase approved by the President that is effective in January of each year is actually based on the Employment Cost Index (ECI), which is the cost of labor, not the cost of goods and services commonly referred to as a cost of living.

What is the mid-point rule?

The mid-point rule is used as a performance incentive. Under the demo project, single grades are replaced with broad pay bands. The mid-point rule requires that employees whose salary is at or past the midpoint of a pay band must receive a final score of at least 70 to receive a base pay increase. If their score is below 70 their performance pay out will be paid as a bonus (or lump sum).

Here's an example: A former GS-12 employee is in a pay band that ranges in salary from $50,000 to $90,000. The mid-point of that band is $70,000. This employee earns $71,000 and is now past the mid-point. To receive an increase in base pay he must receive a score of 70 or above. If he/she receives a score of 65 the performance pay out will be paid as a bonus or lump sum payment. If he/she receives a score of 75 the performance pay out will be paid as a combination base pay and bonus.

What is the 50% rule?

The 50% rule is used to keep employees from hitting the end (or wall) of the pay band too soon and then being prevented from further base pay increases. The rule states an employee's base pay increase cannot exceed 50% of the difference between the employee's salary and the top salary of the band.

Here's an example: A former GS-12 employee is in a pay band, $50,00 to $90,000. This employee earns $87,000 and based on performance has been given a performance pay out of $4,000. As the difference between his salary and the top salary of the band is $3,000 ($90,000 - $87,000 = $3,000), he can only receive 50% of the performance pay out in base pay and the balance in bonus. Therefore his performance pay out would be $1500 in base pay (raising his salary to $88,500) and a bonus of $2500.

What mechanism determines base pay versus bonus?

The split between base pay and bonus is typically 2.0%-2.4% for base pay and 1.0-1.3% for bonus. When the base pay portion is limited or capped because of the high grade cap, salary cap, mid-point rule or 50% rule, the total pay out an employees receives will not change, instead, the amount of bonus or lump sum payment will be increased. Performance bonuses are cash payments and are not part of the basic pay. Therefore they do not count toward retirement, TSP, etc.

Will the range of salaries for each pay band increase with the annual General Schedule (GS) pay adjustments?

Yes.

Does each person have the potential to go to the top salary of his or her band?

Yes, based on their individual performance.

How are Factor IV employees affected?

Factor IV positions will continue to exist under the demo in the same way they exist today. The evaluation process that is currently used will continue to be used under the demo.

Why are employees in the Civilian Intelligence Personnel Management System (CIPMS) excluded from the Personnel Demo?

In 1987 legislation was passed that removed employees throughout the Army and other military departments, engaged in intelligence work from the traditional Civil Service system and placed them under a new personnel system, known as CIPMS. Because they follow rules and regulations specifically tailored to the intelligence community, designated CIPMS employees are not included in pay banding and the Pay for Performance aspects of the Personnel Demo.

Is locality pay affected by the Personnel Demo?

No. All employees will receive the locality pay adjustment approved for their geographic area just as they do today. Locality pay is not affected by the proposed Pay for Performance system.

The following is part of an ongoing series of articles written by members of the teams to try to offer different perspectives about the Personnel Demonstration Project.

"What's in it for me?"
by Doug Wong
Workforce Communications Team

"What's in it for me?" This is the main question asked in the back of everyone's mind when the subject of pay banding comes up during the Personnel Demo process. It is a natural response to a changing environment, especially when one's salary and livelihood is at stake. It's not a selfish perspective, more a matter of, "What did I do to deserve this?" Every pay grade, job description, hiring scheme, appraisal and reward system will be affected if and when this Personnel Demo is enacted. Some will benefit, others may not. Some claim that the existing system is broken beyond repair, while others stress that it is merely being abused and can be fixed. Makes you wonder if you want to work in the CECOM RDEC, ISEC and SEC for the next five years... Still, all concerned will ask, "What's in it for me?", after all, you probably asked this same question to yourself when you were first hired into Government service.

Every question about pay banding leads up to "What's in it for me?", and there are a lot of unanswered questions regarding pay banding, and the pay for performance appraisal process, such as: "What is pay banding"?

- Just when I perfected how to manipulate the current system...."
"How do we advertise for and fill promotions/vacancies/laterals?
- Translation: How do I prepare new "KSAs" to get the best competitive advantage over my peers..."
"What pay band do I fit in?"
- If you read the last issue you'd know, but if you still don't understand, you're not alone.
"What's a pay pool?"

Here are five scenarios that would play out if and when pay banding becomes a reality...any resemblance to any individual is purely coincidental:

"What's in it for me?", cries the young and upstart GS-855-07 intern. Hired by AMC or CECOM after graduating college and entering the CECOM RDEC with the promise of a bright future, hands-on lab work, and a fully funded continuing education, the intern has an "assured" pay progression to a GS-12 step 3 or 4, with locality pay and COLA raises. It's a little unnerving. - "They say as long as I do what I'm told, show up for work on time, and don't get into trouble, I'll progress to a GS-12 nicely within about four years." During that time, the intern should also go after that Master's degree. However, the pay banding theme becomes a bit ominous and threatening, since pay progression is not so "assured" anymore...

"What's in it for me?", whispers the budget analyst, 560 series, with twenty years, maxed out at GS-11 step 10, who only got that GS-11 after an extensive desk audit when management finally realized that this person deserved more for a job well done than just a GS-9. Is he disgruntled? - "Sure, I get the maximum performance award every year, plus COLAs and locality pay, but my pay is otherwise stuck because of my job series. I could work elsewhere, but why lateral out to somewhere that's just another dead end. And lately, the announcements for promotions in my area are few and far between, with just too

many folks in my series to compete with. Besides, I don't want to leave. I happen to like my job and the people that I work with." One look at pay banding and suddenly there's an opportunity to "grow", but can you trust it?

"What's in it for me?", says the GS-854-12 engineer, matrixed to a PM shop because they need subject matter experts from CECOM to support their fielded system. She just got her step 7 - "Three years to go until the next step, unless I get a QSI. The Product Manager submits input to my performance appraisal to the appropriate supervisor, it's always high performance but sometimes getting an "exceptional" is tough around here." That may be because this PM has to foot the bill for this engineer's salary AND award - and budgets are tight. Furthermore, the supervisor and engineer seldom talk, simply because they're not in the same office each day, and everyone's so busy. "I'm satisfied with the awards I'm getting, but I could sure use a QSI every now and then. But how can I compete with the other engineers in the office who see the supervisor every day and "show" how important they are. What's worse, I lost out on the last round of GS-13 promotions simply because no one told me they were being advertised and I was too busy to look." The engineer sees the pay bands being proposed and wonders if this is any better.

"What's in it for me?", mumbles the overworked acting branch chief. Fresh from the last reorganization, the GS-1550-14 wonders about the pay banding philosophy. The Chief knows who in the branch are the performers and who aren't, and is clueless about the five people new to the branch from the latest shake-up. The Chief has always been frustrated with other supervisors who have consistently allowed regular step increases for the "dead wood" (because it's more paperwork and heartache to deny them than to just allow it), while seldom having the ability or the

resources to reward the "best". The Chief ponders the impact of the pay banding structure. First, happiness - "Hey, I can grow into GS-15 type dollars here, plus I'm friends with the new Division Chief!" Then, concern - "How do I rank even my best performers? How do I defend my rankings against the other branch chiefs who are defending theirs? We're in this pay pool now, how do I divide the rewards?" Then, worry - "How many arbitration panels will I have to go to? Will office politics get in the way of the task at hand? What if there's not enough award dollars in the pay pool! How do I even prepare next year's budget?" Suddenly, reality checks in for the Chief. Having been recently promoted because of technical expertise and experience and not necessarily on personnel management and people skills, the Chief makes a snap decision, "I'll just split the rewards evenly during the first year, then we'll see what happens..." Suddenly the old way wasn't so broken after all.

"What's in it for me?", thinks the GS-855-13 step 7 engineer, a thirteen year civil servant. Hardly a month after receiving a Masters Degree, the engineer gets a call from Lucent and AT&T reps. After an exchange of email addresses and resumes provided, and telling the supervisor that this has happened, the engineer evaluates the offers presented - higher salary, benefits, stock options, day care, work at home. The consequences are both good and bad - long hours, no overtime, worse office politics, much travel. Then the engineer compares that to the work and opportunities available at CECOM. The engineer notes that the two others who work on the same project, IN THE SAME OFFICE, are just contractors from AT&T. "Which side of the grass is greener?" Then the engineer reads about this new pay banding thing....

More confused than ever, the engineer shifts away from analytical thinking and speaks more from common sense - "Wait a minute, should I really be asking 'What's in it for me?', or 'Why am I here?'" The answer to that question was clear, and the engineer continues to work at CECOM RDEC.

What just happened to the engineer in this story is something that the Union and the Personnel Demo share rare common ground. "We" are here to provide the SOLDIER with the best C4IEWS equipment in the world, in defense of our country. And throw in, "In accordance with the Constitution of the United States of America", plus other wise words, as each civilian employee did swear this oath prior to his or her hiring into Government service (or at least should have). Conceptually, it represents the only binding agreement between employee and the US Government. How "we" accomplish this effectively, efficiently, timely, and with limited resources and personnel, is where disagreement and debate runs rampant.

Some have presented a very poignant case concerning pay banding, and I hope it continues to cause a stir and outcry that is t ru ly needed, if the Personnel Demo Project is to succeed. It has always been the intent of the Personnel Demo to reflect the concerns, views, and comments from all. Its teams of volunteers (yes, we actually volunteer our time) should be representative of, and receptive to, the workforce that will be affected. I hope that YOU are contacting, querying, and challenging the members of the Personnel Demo teams and/or the Union to relay your views such that pay banding, or whatever, can be a solution, not a perpetuation of the problem. We have a web site and an email system in place, or you can seek out the members of the personnel demo and have a face-to-face.

It's up to all of you who will be affected, to make your opinions known, as some of you already have. In any case, the LESS YOU SPEAK OUT, the MORE YOU'LL BE SPOKEN TO.

"What's in it for me?", calls out the SOLDIER in the field, the last to hear from. CECOM's Bottom Line. **Indeed, this is the only person with a right to ask this question. So, what's in it for them?**

Expectations

By
Michael Gruen
Workforce Communications Team

The success of the Personnel Demonstration Project boils down to "expectations". But what are they? Webster's Dictionary says to expect is "to anticipate or look forward to; to consider reasonable, due, or necessary." Employees expect supervisors will give them the tools, training, and rewards for the work to be accomplished. Supervisors expect employees will do their jobs efficiently and correctly.

Supervisors and employees expectations are different because their perspectives are different. One is directing, one is doing. Neither sees the whole picture (not to be confused with the big picture) or everything the other is doing. Both base their expectations on differing past experiences. Both expect something different in the employee-supervisor relationship. Both see the employee's value differently. Both can put blinders on and miss key information that would change their expectations and relationship. Both can be right and wrong at the same time. It depends on expectations, points of view, and the relationship. These are things that a personnel system cannot improve or make worse. But changing to a new system can be the impetus to make things better.

Consider what you expect in the work place. What do you expect from your supervisor and fellow employees? Do they meet your expectations now? Will they in the future? Those are personal decisions that no one else can make. The person sitting next to you has a different answer.

What are your expectations about the Personnel Demonstration Project? If you expect it to work for you, it probably will. If you don't, it certainly won't. If you don't know, welcome to the club. There are a lot of unknowns. Get the facts and keep searching for the answer. Eventually you'll meet your expectations, positive and negative. Hopefully, you'll have more positive expectations because only then will the Demonstration Project be a success for you.

There is nothing like a dream to create the future.

*Victor Hugo*

Employee Survey Results

By
Page Fisher
Staffing & Hiring Team

Back in June, RDEC and SEC employees were asked to complete a survey card to provide feedback on the Personnel Demonstration Project. It consisted of six questions attached to a memorandum signed by Tom Sheehan. This survey was distributed to a total of 2,477 RDEC and SEC employees at all facilities nationwide. ISEC developed a similar survey that was distributed to 485 of their employees. Of the 2,962 surveys distributed, only 1,028 were returned, for a 34.7% overall response rate. The RDEC and SEC survey (71.5% of total respondents) grouped the respondents by occupational families.

Approval Rate by Occupational Families (RDEC & SEC Only):

Question: "From what you know so far, are you in favor of the S&T Demo Project?"

- Engineers and Scientists (E&S) - 1,601 surveyed; 26.7% responded.
- Business & Technical (B&T) - 582 surveyed; 36.1% responded.
- General Support - 243 surveyed; 40.3% responded.
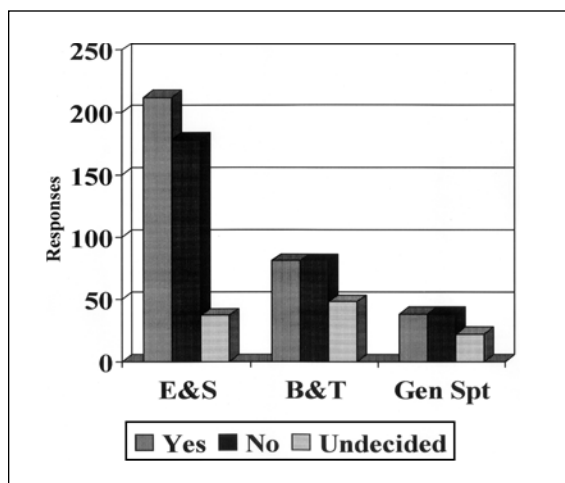
Approval Rate - (RDEC, SEC and ISEC):

Question: "From what you know so far, are you in favor of the S&T Demo Project?"

| **RDEC:**	Yes	47.6%
	No	40.7%
	Undecided	11.7%
SEC:	Yes	36.2%
	No	38.6%
	Undecided	25.2%
ISEC:	Yes	26.0%
	No	52.0%
	Undecided	22.0%

The majority of comments or concerns voiced were:

#1- Potential for favoritism or unfairness.
#2 - Mistrust of management to do the right thing.
#3 - Prefer current system, if better implemented.
#4 - Disagreement with COLA/WIGI's going into pay pools.
#5 - Need more information.

In general, percentage of responses received was low. More details on survey results are available on the web page. If you have specific questions or would like more information about this project or the survey results, you can call the Personnel Demo Project office at
(732) 427-3210 or DSN: 987-3210.
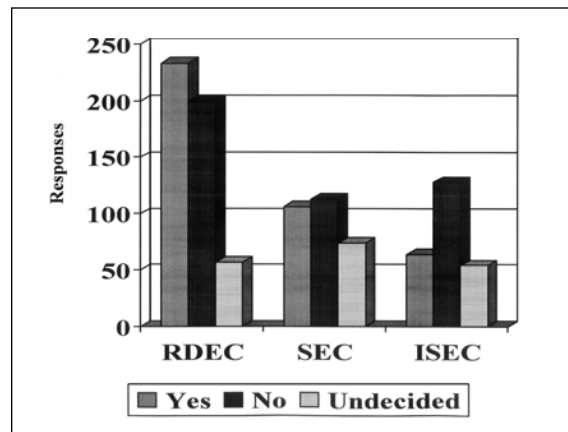
Let's see how good your vocabulary <u>REALLY IS:</u>

1. **Apposite (adj)**   A: opposite, B: follower of Christ, C: appropriate, D: chosen site.

2. **Bifurcate (v)**   A: divide in two, B: pain killer, C: having two furs, D: a type of lens

3. **Capacious (adj)**   A: a type of shellfish, B: devious, C: roomy, D: a specific area

4. **Capricious (adj)**   A: female fashion from the 60's, B: erratic, C: devious, D: evil

5. **Diffidence (n)**   A: divided opinion, B: lazy, C: difference, D: lack of self confidence

6. **Endogenous (adj)**   A: native to, B: end of decade, C: originating internally, D: generous

7. **Fatuous (adj)**   A: oily substance, B: foolish, C: style, D: overweight

8. **Hortatory (adj)**   A: honorary society, B: study of plants, C: to encourage good deeds, D: hobby

9. **Larceny (n)**   A: theft, B: delay, C: lie: d: unpaid debt

10. **Mediator (n)**   A: dispute settler, B: pleader for leniency, C: observer, D: intruder

11. **Indemnify (v)**   A: to repay, B: blame, C: testify, D: challenge

12. **Mendacious (adj)**   A: close fit, B: airy, C: untruthful, D: spacious

13. **Quotidian (adj)**   A: occurring daily, B: for all time, C: previous, D: habitual

14. **Legalese (n)**   A: authorization, B: jargon, c: entanglement, D: illegality

15. **Codicil (n)**   A: tabulation, B: supplement, C: agreement, D: summary

16. **Soporific (adj)**   A: 10th grade, B: mold, C: causing sleep, D: light snoring

17. **Turpitude (n)**   A: baseness, B: paint thinner, C: attitude, D: ignorant

18. **Kinetic (adj)**   A: many colors, B: energy, C: hyper active, D: resulting from motion

19. **Jocose (adj)**   A: joyful, B: playful, C: morose, D: funny

20. **Allege (v)**   A: consider, B: criticize, C: assert without proof, D: speak

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1.(C) 2.(A) 3.(C) 4.(B) 5.(D) 6.(C) 7.(B) 8.(C) 9.(A) 10.(A) 11.(A) 12.(C) 13.(A) 14.(B) 15.(B) 16.(C) 17.(A) 18.(D) 19.(B) 20.(C)

ANSWERS